

Section I A. Data & Analysis – Report Card Data
Item 6 – Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	426,814	-	-	-	-	-	-
	2001	424,820	40,302	36,527	35,388	28,306	29,605	18,290
	2002	426,273	40,783	35,616	35,793	32,134	28,526	20,755
	2003	426,040	41,671	34,131	34,678	30,982	30,780	21,523
	2004	420,322	38,553	35,858	33,369	32,890	30,354	22,372
	2005	410,874	35,493	34,088	34,693	32,344	31,861	22,726
	2006	401,699	33,779	31,966	32,889	31,447	31,317	23,765
	2007	390,243	32,750	30,660	30,912	32,723	29,662	23,871
	2008	380,787	32,592	29,461	29,945	30,725	31,491	24,608
	2009	409,055	32,770	29,722	29,296	29,824	30,357	24,937
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis — Report Card Data
Item 7 — Educator Data

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	23,723	15	50,411	54	46	23	20	-	-
	2001	24,249	14	51,647	55	44	22	19	-	-
	2002	23,258	14	53,236	56	44	23	20	8	12
	2003	24,552	14	57,123	58	42	19	19	8	8
	2004	23,068	14	62,985	49	50	23	20	4	10
	2005	25,501	13	61,178	49	50	20	17	4	11
	2006	23,028	13	63,509	48	51	22	19	2	8
	2007	22,173	13	66,043	45	55	21	20	2	24
	2008	22,665	12	74,839	45	55	20	16	1	2
	2009	23,229	13	67,589	40	59	24	20	1	6
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis — Report Card Data
Item 8a — Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009

	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	41.3	42.1	50.9	53.2	54.6	56.4	-	-	57.6	56.7	57.8	58.8	42.7	43.4	49.9	52.5	55.5	57.6
White	71.1	70.9	78.9	79.6	79.0	82.1	-	-	80.7	81.2	80.7	81.2	67.9	70.0	77.4	76.9	79.0	80.3
Black	32.2	33.3	42.3	43.8	49.2	52.7	-	-	45.8	44.8	51.5	52.1	33.0	33.0	37.2	39.2	49.0	51.0
Hispanic	51.4	50.6	58.0	61.8	52.7	52.7	-	-	68.4	67.2	56.7	58.5	49.0	52.0	60.0	62.6	54.7	57.2
Asian/Pacific Islander	80.9	78.1	84.8	86.6	83.4	82.5	-	-	87.0	88.1	80.7	85.0	75.0	79.7	83.3	84.8	76.6	81.2
Native American	46.6	66.6	71.5	84.0	80.5	78.1	-	-	75.1	86.2	69.2	80.0	77.8	65.9	60.0	66.7	69.7	78.8
Multiracial/Ethnic	-	-	62.2	67.3	67.2	70.6	-	-	72.0	69.4	74.3	71.6	-	-	66.6	67.5	70.0	74.6
LEP	61.7	69.7	64.8	71.6	42.8	42.4	-	-	50.4	82.5	29.6	29.6	51.0	55.1	22.1	67.0	21.8	22.7
Students with Disabilities	15.7	15.5	17.5	19.0	20.4	20.3	-	-	17.7	18.1	18.6	18.6	9.8	11.3	12.0	14.6	15.4	15.8
Low Income	37.2	38.0	46.9	49.2	51.1	52.9	-	-	54.3	52.6	54.3	55.5	38.9	39.8	46.2	49.0	51.8	54.0

	Grade 6						Grade 7						Grade 8					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	59.1	59.2	67.0	68.3	-	-	62.8	62.9	69.5	69.2	54.6	59.4	72.1	77.9	75.0	77.6
White	-	-	82.9	83.2	86.4	85.9	-	-	82.4	83.4	85.7	86.1	76.1	80.2	87.5	90.2	89.0	89.9
Black	-	-	52.7	51.5	60.7	62.5	-	-	54.9	55.3	64.5	64.3	49.6	52.9	65.4	72.8	70.1	72.9
Hispanic	-	-	60.7	61.5	67.9	69.4	-	-	66.7	66.2	69.5	69.2	53.8	61.5	75.8	80.2	76.3	79.0
Asian/Pacific Islander	-	-	86.3	89.3	88.2	85.0	-	-	88.2	89.4	88.5	85.5	79.4	84.7	91.4	93.7	90.1	90.0
Native American	-	-	63.9	68.5	82.4	80.8	-	-	81.5	84.4	82.8	82.8	81.4	70.7	88.9	89.8	81.9	81.8
Multiracial/Ethnic	-	-	74.9	74.2	81.1	77.4	-	-	74.9	77.2	82.8	80.5	-	-	83.1	84.8	86.3	87.0
LEP	-	-	14.9	37.0	28.1	30.5	-	-	19.2	41.9	27.0	25.6	28.8	35.4	23.9	51.6	33.8	39.1
Students with Disabilities	-	-	17.3	17.6	23.3	23.1	-	-	16.5	18.4	22.8	23.9	14.1	16.7	24.5	30.5	30.2	31.8
Low Income	-	-	56.1	56.2	64.5	65.6	-	-	60.1	60.3	66.9	66.7	51.4	56.5	69.8	76.2	73.0	75.6

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	36.3	41.2	39.3	34.8	30.4	33.9
White	61.2	68.1	67.9	64.9	62.5	64.7
Black	31.1	34.4	31.4	27.6	21.9	24.1
Hispanic	32.5	39.1	37.0	30.9	28.4	34.4
Asian/Pacific Islander	58.3	64.6	67.9	63.8	53.5	58.7
Native American	51.8	71.0	60.0	60.0	44.4	51.8
Multiracial/Ethnic	-	-	56.3	55.7	49.9	56.2
LEP	12.0	14.4	11.6	8.2	3.0	5.3
Students with Disabilities	5.8	5.1	7.0	7.5	6.7	6.5
Low Income	30.3	35.6	32.9	28.2	24.3	28.6

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis — Report Card Data
Item 8b — Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	55.6	55.2	67.1	69.1	70.2	72.2	-	-	68.9	72.2	70.6	75.2	50.9	49.7	58.3	65.3	65.7	69.1
White	84.1	82.4	89.3	90.7	88.9	91.6	-	-	88.7	90.0	88.0	89.7	76.8	77.8	84.0	86.0	84.6	87.7
Black	44.9	44.8	58.1	59.6	61.4	64.5	-	-	57.0	61.6	63.1	68.2	36.6	35.3	43.5	51.1	55.8	60.5
Hispanic	71.0	68.4	77.6	80.6	73.9	74.7	-	-	81.3	83.9	72.5	77.5	64.9	64.7	72.5	78.3	69.7	72.0
Asian/Pacific Islander	91.5	92.6	94.5	95.3	93.4	94.8	-	-	96.4	95.9	88.9	92.8	87.1	89.0	92.1	95.7	88.2	88.4
Native American	69.0	68.0	67.9	88.0	92.7	79.4	-	-	75.0	86.2	81.5	90.0	73.3	71.7	72.5	66.7	79.4	84.9
Multiracial/Ethnic	-	-	77.2	82.4	81.5	81.3	-	-	80.4	81.5	83.9	83.1	-	-	74.3	77.6	76.7	82.5
LEP	78.6	81.7	82.8	84.9	68.3	70.3	-	-	62.6	91.8	51.9	58.1	69.5	70.2	40.8	82.8	44.3	44.4
Students with Disabilities	30.4	28.2	35.8	40.5	41.9	41.6	-	-	29.1	34.7	35.3	39.9	14.5	14.3	21.4	26.7	27.0	29.4
Low Income	52.3	51.7	63.9	66.2	67.7	69.9	-	-	66.4	69.5	68.1	73.0	47.6	46.4	55.1	62.7	63.1	66.5

	Grade 6						Grade 7						Grade 8					
Groups	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	62.3	66.8	69.0	71.1	-	-	62.0	65.9	68.2	72.4	33.3	32.3	64.6	71.1	69.3	72.8
White	-	-	85.9	87.7	88.0	87.9	-	-	83.9	86.3	87.0	88.2	61.1	63.8	85.0	88.5	88.2	88.5
Black	-	-	50.3	55.6	58.2	62.4	-	-	50.0	54.8	57.3	62.5	22.8	20.8	53.4	61.0	60.0	64.9
Hispanic	-	-	72.1	74.7	75.0	75.3	-	-	70.8	74.2	74.0	78.3	37.5	37.5	73.5	78.5	74.9	77.0
Asian/Pacific Islander	-	-	93.3	95.2	92.0	89.3	-	-	93.5	94.9	92.0	91.9	77.0	78.0	92.5	95.7	92.2	91.2
Native American	-	-	69.5	77.2	82.9	76.9	-	-	84.2	75.0	84.4	83.3	62.8	45.3	75.0	79.5	74.3	87.8
Multiracial/Ethnic	-	-	77.4	78.7	81.6	80.0	-	-	74.5	78.6	81.5	81.7	-	-	77.2	81.3	81.3	82.4
LEP	-	-	25.6	61.3	46.4	45.8	-	-	29.5	57.8	41.7	46.5	23.5	25.3	27.8	57.8	44.5	46.7
Students with Disabilities	-	-	21.8	26.5	29.0	29.1	-	-	18.8	22.8	25.4	29.0	5.0	5.4	19.6	25.9	27.2	29.4
Low Income	-	-	59.7	64.5	66.9	68.8	-	-	59.4	63.6	65.8	70.4	29.8	28.5	62.1	69.2	67.5	70.7

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	27.8	27.5	30.5	29.2	28.3	26.6
White	56.4	59.5	63.3	63.7	61.2	59.9
Black	17.9	15.9	18.4	17.2	15.7	13.9
Hispanic	27.0	28.1	31.5	29.9	29.2	28.5
Asian/Pacific Islander	68.7	68.6	72.1	70.2	71.4	68.4
Native American	25.9	61.3	46.7	53.4	40.7	29.6
Multiracial/Ethnic	-	-	47.7	47.5	45.6	47.2
LEP	18.7	19.8	20.2	14.9	11.7	12.5
Students with Disabilities	3.0	3.0	5.0	4.3	4.2	3.9
Low Income	21.8	21.9	24.3	22.9	22.8	21.7

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis – Report Card Data

Summarize the Data - This box should include a summary and analysis of the significant data.

3rd Grade—The 2008 Illinois District Report Card data for the UNO Charter School Network shows that 54% of 3rd grade students currently meets or exceeds reading standards. This chart also shows that 75% of 3rd grade students currently meets or exceeds math standards.

4th Grade— The Report Card data shows that 56% of 4th grade students currently meets or exceeds state reading standards. This chart also shows that 71% of 4th grade students meets or exceeds math standards.

5th Grade— The Report Card data shows that 57% of 5th grade students currently meets or exceeds state reading standards. This chart also shows that 74% of 5th grade students meets or exceeds math standards.

6th Grade— The Report Card data shows that 67% of 6th grade students currently meets or exceeds state reading standards. This chart also shows that 78% of 6th grade

students meets or exceeds math standards.

7th Grade— The Report Card data shows that 77% of 7th grade students currently meets or exceeds state reading standards. This chart also shows that 77% of 7th grade students meets or exceeds math standards.

8th Grade— The Report Card data shows that 80% of 8th grade students currently meets or exceeds state reading standards. This chart also shows that 74% of 8th grade students meets or exceeds math standards.

Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.

Reading scores are low across the grade levels because students are failing to do well in comprehension and vocabulary problems.

Geometric concepts and probability are areas of concern in mathematics.

Limited English proficiency.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on student achievement.

UNO schools that utilize Accelerated Reader and Accelerated Math are able to support differentiated instruction through technology. Both programs are computer-based where students take tests on the computer that are specific to their instructional levels. When a student indicates mastery of a text or math concept, the teacher can develop lessons in order to enable students to master skills associated with the next benchmark.

Finally, various schools use computers to support student-centered learning throughout the day with academic-centered software. Often times, students engage in learning activities on computers that are specific to their interest or ability level. These tasks are completed during independent work.

Section I B. Data & Analysis – Local Assessment Data

Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the Action Plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

As a result of two major assessment systems put into place in the fall of 2007, UCSN has been able to track student performance utilizing the following tools throughout the course of the year. Each report has been the subject of analysis throughout the course of the year:

- Internally generated Reports based on NWEA Data which are administered 3 times/year (Fall, Winter, Spring)
 - Percentage of Students Making 1.5 Years of Growth
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- Percentage of students scoring one-full grade-level behind and on-full grade-level ahead
- Change in Mean Percentile Fall to Spring
- NWEA Generated Reports (Fall, Winter, Spring)
- STEP Reports (Fall, Winter, Spring)

Summarize the Data - This box should include a summary and analysis of the significant data.

The report based on NWEA data on accelerated growth among our students in grades 3-8 shows an initial measurement of the percentage of students at each UCSN campus whose demonstrated rate of progress during the 2007-2008 year was substantially greater than the national average (1.5 times the mean growth of the norm group on NWEA assessments). Testing groups (Reading and Math at each of the schools in the network) show, this number is between 45% and 60%, with a high of 65.65% and a low of 30.5%.

An increase from year to year of the percentage of students demonstrating accelerated academic growth as measured by the NWEA assessments provides evidence of ongoing school improvement. However, this statistic does not offer information about the current level of student performance (below, on, or above grade level). Therefore, this information will be examined in conjunction with data and subsequent reports that highlight achievement levels. Rather than compare successive groups of students, school improvement is measured according to changes in the number of students (out of each class of 30) who demonstrate achievement at a level that is a full year below their grade-level norms or a full year above their grade-level norms. These statistics, and the change over time in these numbers, can be used to report school and/or individual teacher performance. Additionally, these reports will supplement the examination of accelerated (1.5X) growth, since they consider absolute level of performance for all students in addition to changes in performance. The report, "One Year Ahead" and "One Year Behind" show statistics for 12 classrooms in one UCSN school during the 2007-08 school year. In 11 of the 12 classes, 1-6 students who began the year behind grade level are no longer in this category at year's end. Similarly, in 11 of the 12 classrooms, 1-11 additional students have moved into the "One Year Ahead" category during the course of the year. Changes in the number of students in the "One Year Above Grade Level" category are particularly useful as a measure of the high expectations for students at network schools. By maintaining a focus on highest-achieving students, the examination ensures that UCSN school personnel will not simply be content with meeting IL state standards. Knowing that a number of students in each class have the potential to achieve at levels that are much higher than the state standard, the Network focus on this statistic evaluates school success in providing students with the opportunity to realize this potential. ISAT composite performance for 2008 was at 74% , a 5.7% higher value than the school average of 68.3%

Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.

- Despite the high level of achievement there are a number of students who begin the school year in the fall and are testing "One Year Behind" their grade level.
- Limited English proficiency

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on student achievement.

Examining the percentage of students making accelerated academic progress will allow UCSN to most clearly measure progress toward a singular goal: to provide the rigorous and individualized education for every student that will allow him/her to close any initial achievement gap, so that students, when they enroll in the widely differentiated secondary education system, will compete for placement at those high schools in which they will have the best opportunity to meet their full potential. The report from our initial testing cycle provides a baseline measurement and identifies clear room for improvement. This data directs school and teacher attention to instructional efforts that will address learning at the individual student level; the only way to increase the percentage of students making accelerated growth is to identify and engage obstacles for those students who have not progressed at an advanced rate.

UNO schools utilize the NWEA (Northwest Evaluation Association) assessment system, which enables teachers to access student achievement data online 24 hours after students take each test. By accessing online student reports, teachers are able to identify strengths and weaknesses in Reading and Math in order to inform instructional decisions. For example, NWEA breaks down each subject into strands and provides teachers with valuable information concerning gaps in learning. In addition, the assessment system includes reports that identify lexiles, percentile rankings, and other information that helps support individualized student learning.

Section I C. Data & Analysis - Other Data Item 1 - Attributes and Challenges of the District and Community That Have Affected Student Learning

Description - Provide a description of other data collected during the development of this plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

The 2008-2009 school year marked the launch of a heightened and streamlined focus of the use data across the network. The PowerSchool Student Information System continued to be implemented in order to provide teachers and administrators real-time access to student data including the students gradebook in order to inform instruction and decisions in their schools and classrooms.

PowerSchool Data Includes:

- Attendance Records/rates
- Mobility Rates
- ISAT Test Data
- Socio-economic Data
- Historical Grades

UCSN employs a comprehensive assessment system that includes multiple tools to gain a wide-variety of data for each student. A calendar at the beginning of the year will determine when assessments are administered.

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- STEP (Strategies for Teaching and Evaluation of Progress) - To gain information regarding student reading behaviors related to phonics, phonemic awareness, fluency, spelling, and comprehension that informs teacher instruction and to measure academic growth from Fall to Spring and year to year – (Fall, Winter, Spring)
 - NWEA – MAP (Measures of Academic Progress) - To measure academic growth from fall to spring and year to year, evaluate program effectiveness and inform instruction and differentiation needs - (Fall, Winter, Spring)
 - Interim Benchmark Assessments - To inform teachers of grade-level appropriate work and assessment, inform instruction and differentiation needs and serve as an interim assessment between STEP and NWEA – (November and March)
 - Teacher-Created Assessments - To assess lesson effectiveness and serve as an interim assessment between quarterly Benchmark Performance Tasks (3-5 times per quarter)
 - ISAT (Illinois Standards Achievement Test) - To serve as a summative assessment of student achievement and to understand how students are performing in relation to local schools and the state – (March)
 - District and Individual Schools Report Cards - Annual
 - Student Survey- To evaluate student access to and expertise with technology resources. (Annually)
 - Technology Budget
 - Hardware and Software Inventory (Ongoing and Annually)
 - Teacher Survey (March 2009)
 - Parent Survey (March 2009)
 - Student Survey (March 2009)
 - Community Demographics

Summarize the Data - This box should include a summary and analysis of the significant data concerning attributes and challenges of the district.

Current UCSN student assessment data indicate that:

- Students improved their national percentile ranking and outpaced the national norm group from Fall 2008 to Winter 2009
- The percentage of students scoring behind grade-level has decreased from Winter 2008 to Winter 2009
- The percentage of students scoring above grade-level has increased from Winter 2008 to Winter 2009.

These attributes and accomplishments, however, have not led to achieving Annual Yearly Progress in Network schools.

Although the network has made great strides over the past few years, especially with the addition of new schools, there are additional needs at some of the older network campuses which need to be addressed. The student/computer ratio is no where near the model classroom standard and additional computers need to be deployed for student usage in classrooms. State of the art projection equipment and Interactive whiteboard technology available in the new schools needs to be deployed and available at the older campuses.

Network demographics for 2008 show 93% of students are low income and 27% of students speak English as a second language. All network schools require English speaking at school.

The UNO Charter School Network 8 schools, 2352 students and 196 teachers. The ethnic makeup of our student population consists of an overall minority rate of 99.2%. Of that minority rate, 82.6% are Hispanic, 15% are African American, 1.4% are Multiracial/Ethnic, and 0.2% are Pacific Islander/Asian. Poverty levels of our students continue to exceed 93%. Access to technology, and students ability to effectively use technology remain a critical concern, as success in school and the work-place continues to become more reliant on technology.

Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.

- High incidence of low-income families, and access to technology resources outside of school continues to serve as the primary factor in overcoming low achievement.
- Limited access to 21st Century technologies is limited in the homes of students impacted by low-income.
- 30.3% of classes taught are not taught by highly qualified teachers.
- Accelerated Reader and Accelerated Math require specific equipment and placement to optimize the utilization of this program.
- Accelerated Reader and Accelerated Math are implemented to varying degrees in classrooms throughout UCSN campuses leading to a reduced impact of the learning tool.
- Teachers and administrators have expressed the desire to investigate additional technology tools and training to aid their instruction in the classroom, particularly for the early elementary level.
- English is a second language for 27% of the students.
- Computer -to- student ratios need to be strengthened.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on attributes and challenges of the district and community that have affected student learning.

The network needs to continue focus on integration of technology in the classroom. UCSN is working to provide additional computers available to students in all classrooms. UCSN needs to sustain the gains it generally makes in 4th and 5th grade through 6th, 7th, and 8th grade by building a solid literacy foundation with the continuation of the ESL initiatives. Additional attention to individual student learning plans that will be monitored by teacher-created assessments will be employed to increase student achievement.

Access to 21st Century technologies and connectivity must be afforded to all students and families in order to provide equitable access to global resources and digital learning. Student to computer ratio must be increased and all teachers need increased access to professional development in order to attain the highly qualified status.

Section I C. Data & Analysis - Other Data
Item 2 - Educator Qualifications and Professional
Growth and Development Data

Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

- Teacher Technology Survey (March 2009)
- Staff List
- School Report Card
- Master Teacher Mentoring
- Director and Master Teacher observations
- Professional Development Evaluations

Summarize the Data - This box should include a summary and analysis of the significant data.

Teacher Demographics

	#	%
Male	44	22.4
Female	152	77.6
Bachelor's Degree	145	74.0
Master's Degree	51	26.0
Hispanic	30	15.3
Caucasian	131	66.8
African American	24	12.2
Asian	10	5.1
Other	1	0.5

Age 20-29	113	57.7
Age 30-45	70	35.7
Age 46+	13	6.6

Years at UCSN		
>10	2	1.0
5-10	2	1.0
2-4	70	35.7
<1	122	62.2

Years of Experience		
>20	1	0.5
11-20	9	4.6
5-10	12	6.1
<5	174	88.8

The 2007 Illinois District Report Card states that the District has 196 teachers. 33.2% of the teachers are listed as minority. The majority of teachers have less than 5 years of teaching experience. 26% have achieved a masters or a higher degree.

69.5.5% of all classes are taught by highly qualified teachers which is significantly lower than state data.

Results of the Teacher Technology Survey indicate that most classrooms have three or less computers attached to the Internet for student usage which results in only 6.5% of classrooms being categorized as model classrooms across the Network. 76% of classrooms do not have their own webpage and 58.8% of teachers regularly utilized technology in providing technology rich learning experiences for their students. 47.4% of teachers indicate their school needs to increase usage of technology resources in classroom instruction and 30.4% would like to increase the ability to provide access to Internet research in the classroom. This is limited by the lack of computers available to students in class. 11.1% of teachers would like training on basic computer skills. 37% and 44% of teachers are requesting training on Advanced Computer Skills and Technology integration in classroom teaching respectively. 44.4% of teachers utilize computer projection devices and 28% utilize VCR's or DVD's in class for instruction and only 1.5% of teachers utilize electronic whiteboard technology for instruction. In reviewing Teacher surveys it is apparent that teachers want more accessibility to technology in their classrooms as well as additional training on new technologies. The network has recently purchased 2 Interactive Whiteboards and is in the process of providing training to teachers on its use. The incorporation of the Master teacher position at each school also provides routine ability for UCSN to assist teachers.

26% of teachers in the district have degree above the Masters Degree or above. However, 30.6% of classes taught are not taught by highly qualified teachers. The network offers a variety of professional development activities that allow staff to grow professionally and to obtain certification. Teachers have evidenced a need for increased training due to new technologies required for daily job performance. Leveraging online and other technology-based training environments will allow the district to provide professional development and training as we look to the future.

Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.

According to the 2007 Illinois District Report Card, 30.6% of the classes in the network are not taught by highly qualified teachers compared to 3.2% across the state.

The district's success in raising AYP hinges on the ability to improve funding that allows for providing a higher percentage of highly qualified teachers in the classroom, and increasing the student to computer ratio. Beyond these key elements, the district must maintain and improve its ability to gather student data, evaluate it, and return concrete ways of providing differentiated teaching/learning in every classroom.

Surveys indicate that many students do not have access to technology after the school day in their neighborhoods. Over half of the parents surveyed indicated that no adult technology classes were offered in their child's school.

Additional key factors are:

- Teachers inconsistently analyses multiple sources of data to make instructional decisions.
 - Selection of instructional strategies and student grouping not consistent.
 - Teachers feel a gap between what they are being asked to do with their electronic grade book and their competency levels with that grade book.
 - Previous teacher training programs have centered upon teaching software application skills in one day workshops with little follow-up and support and with little connection to student learning outcomes.
 - Teachers expressed a lack of on-going professional development that teachers will need to accomplish curriculum goals using technology.
 - Low number of model classrooms.
 - The UNO Charter School Network continues to implement and train teachers and administrators on PowerSchool Student Information system which is required for daily job performance.
 - 30.6% of our teachers are not highly qualified.
 - Teachers are not taking advantage of the technology provided due to lack of time, training on how to integrate it into thier curriculum.
 - There are gaps in teacher knowledge of multimedia applications, Promethean Boards and the PowerSchool student information system.
-

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on educator qualifications and professional growth and development.

UCSN utilizes monthly professional development days and after school technology sessions. However, teachers have expressed a number of gaps in that professional development.

The UNO Charter School Network will continue to work with the United Neighborhood community organization to allow access to the school's technology after the school day to provide after school programs for students, staff, parents, and community members.

Teachers' need for technology proficiency is increasing as responsibilities of teaching are shifting to technology applications. Teachers must be afforded adequate professional development and training to utilize applications required for job performance. Students' need for technology as part of their daily learning environment is paramount. Teachers need increased access to professional development and training on technology integration into teaching and learning. Computer-to- student ratio will be increased. Time will be provided for technology training during scheduled professional development days. Focus will be on how to use the gradebook and other capabilities in PowerSchool. Training will also be provided on all new hardware and multimedia applications. Increased training and support will give teachers the ability to integrate technology into their teaching and improve instruction.

Section I C. Data & Analysis - Other Data Item 3 - Parent/Community Involvement Data

(such as adult literacy providers, public library services and district emergency crisis planning)

Description - Provide a description of data concerning parent/community involvement collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

- Signed Parent contract (Yearly) - outlines their commitment to support their children's educational growth.
- Friday Folders (Weekly) - folders sent home with each child every Friday for parental review and signature.
- After-school programs - designed to serve the entire family.
- Family Literacy Night (Monthly)
- Parent surveys (March 2009)
- Teacher experiences

Summarize the Data - This box should include a summary and analysis of the significant data concerning parent/community involvement.

UCSN's parental involvement program creates and sustains a vital link between home and school through frequent communication, school-sponsored family activities, and an emphasis on accountability. At the beginning of each school year, UCSN parents are asked to sign a "Parent Contract" that commits them to supporting their child's educational growth. Parent Contracts have been used by UCSN through its parent training programs for more than a decade and have led to increased parental involvement rates.

UCSN schools also host monthly events for students and their families, such as "Family Literacy Night," which seeks to increase student and parent interest in reading. Guest speakers from local community organizations facilitate monthly Parent Workshops, which focus on a wide range of family health and education issues. Hundreds of parents and community residents annually also attend English as a Second Language (ESL) and technology skills classes offered by UCSN at numerous school campuses. All UNO and UCSN classes and activities are provided free of charge to participants.

Information collected on student and parent surveys show that 82.1% of students have a computer at home, however only 67.2% have internet access at home. Only 37% of parents consider themselves advanced users of email and internet searching and 62.3% would like basic computer training if offered by the school. UCSN will continue implementation of e-Chalk's online Learning Environment where parents can monitor teacher comments.

Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.

- Lack of mastery of the English language. Parental participation in ESL classes
- Lack of computer skills and expertise
- 32.7 % of students do not have access to the Internet.
- Our research found the following gaps in community communication:
 - Teachers and parents often miss out on communication via phone because of different work schedules.
 - Parents are often unavailable to meet with child's teacher due to scheduling conflicts.
 - Parents would like to see Progress Reports and Report Cards on a more frequent basis.
 - UCSN's website is currently underutilized in providing parents with information about their student's teachers, classes, and academic progress.
 - UNO's digital divide program (a series of technology workshops for parents) could be better utilized to help parents access the community portal option of PowerSchool once deployed.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on parent/community involvement.

USCN will be increasing communication channels with parents via parent portals as well as direct e-mail communications.

The main takeaway for UCSN from all of these sources was the identification of the need to develop a more inclusive communication plan for involving parents in every aspect of their children's education. Traditionally parents receive certain types of communication from UCSN, similar to other public schools—teacher telephone calls, Parent-Teacher conferences, and hard copy Progress Reports/Report Cards.

Section I D. Data & Analysis — Technology Deployment Data

Please complete the Technology Inventory Spreadsheet so it can be included in this plan (click on "Technology Inventory" to open the spreadsheet). When finished, please complete the following information:

Description- Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of the Action Plan. This is a list of tools and, where appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

- Technology Inventory
- Software Inventory
- Help Desk Calls

Summarize the Data - This box should include a summary and analysis of the significant data.

- Summary of Inventory
 - 494 laptops
 - 35 tablets
 - 311 desktops
- Challenge of continued infrastructure growth due to the addition of 2 new schools to the network on an annual basis
- Challenge of implementing new software solutions at all campuses
- Hardware inventory and need to determine procedure to keep hardware current and replace outdated equipment
- Non-commonization of the operating environment among UCSN campuses and the network office. This creates a problem for maintaining the hardware. Without a

common operating environment individual problems become magnified because of the difficulty in correcting them

- Lack of standardization on desktop machines. Without standardization of anti-virus, security settings, access permissions, and software it becomes difficult to fix problems as engineers will not know exactly what is needed before they arrive at the problem
- Lack of standardization of service requests. UCSN's IT department gets service requests from it's HelpDesk system, email, phone and walk-ins. Additionally support from the IT department is subject to availability of staff members. Without standardization

Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.

- Bandwidth varies across all campuses which causes bottlenecks
- Not all campuses have the same technology resources available to them. Newly constructed schools have been able to take advantage of new installations of technological resources such as the "Black Boxes" where the older schools do not have access to this technology
- Limited funding
- Planned construction of 2 new schools yearly which adds additional requirements for resources and equipment
- IT department is understaffed to meet the demands of its growing network
- Student Computer Ratio is 4.31%

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on technology deployment.

- UCSN is in the process of addressing inequities between school campuses and is in the process of implementing new technology at each location
- As new schools are constructed and added to the network, UCSN is continually challenged to meet the technology requirements for teachers and students
- There is a need to increase bandwidth as network traffic bottlenecks at times of peak usage
- Increased needs of meeting the demands of a 21st Century Classroom. This includes the continued deployment of additional computers to classrooms as well as interactive Promethian whiteboards at all schools
- Increase in wireless access point at all schools as there are numerous "dead zones" which causes numerous issues especially when testing is in progress

District Technology Inventory - District Information

Number	
3436	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
222	Number of K-12 special education self-contained classroom students
196	Number of Teachers (FTE - this does not include teacher aides)
11	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
9	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
9	Subtotal
9	Total number of instructional school buildings
0	Total number of non-instructional buildings
1	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
1	Subtotal
0	Total number of instructional school buildings
1	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	100
	Dedicated Cable	0
	DSL	0
	Wireless	65
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	86	0	86	0	0	0	0	0	0	86	0	86
	2-5 years	194	0	194	0	0	0	0	0	0	194	0	194

[illegible]

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Dedicated Computer Lab</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Media Center/Library</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<i>Mobile Computer Lab</i>	Under 2 years	30	0	30	0	0	0	0	0	0	30	0	30
	2-5 years	90	0	90	0	0	0	0	0	0	90	0	90
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	120	0	120	0	0	0	0	0	0	120	0	120
<i>Administrative Offices</i>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	43	0	43	0	0	0	0	0	0	43	0	43
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	43	0	43	0	0	0	0	0	0	43	0	43
<i>Teacher Offices</i>	Under 2 years	76	0	76	0	0	0	0	0	0	76	0	76
	2-5 years	197	0	197	0	0	0	0	0	0	197	0	197
	5+ years	58	0	58	0	0	0	0	0	0	58	0	58
	SubTotal	331	0	331	0	0	0	0	0	0	331	0	331